DOCUMENT RESUME

ED 338 833 CE 059 523

TITLE	Child Care Guidance, Management, and Service. Ohio's Competency Analysis Profile.
INSTITUTION	Ohio State Univ., Columbus. Vocational Instructional Materials Lab.
SPONS AGENCY	Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE	91
NOTE	34p.; For related documents, see CE 059 517-542.
AVAILABLE FROM	Vocational Instructional Materials Lab, Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 ($1.50).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Child Caregivers; *Child Care Occupations; Child Development; Child Development Specialists; Competence; *Competency Based Education; Day Care; Day Care Centers; Employment Potential; Entry Workers; High Schools; Job Analysis; *Job Skills; Promotion (Occupational); Statewide Planning; Task Analysis; Vocational Education
IDENTIFIERS	DACUM Process; Ohio

ABSTRACT

This comprehensive and verified employer competency list was developed from a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives from Ohio. This competency list contains seven units (with or without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter the child care guidance, management, and service field. Within the outline are three levels of items: core (required, the basis for state vocational competency tests); advancing (needed to advance in an occupation); and futuring (needed to enter and remain in a given occupation 3 to 4 years from now). The units cover the following: (1) safe, healthy learning environment; (2) physical and intellectual competence; (3) social and emotional development and positive guidance; (4) positive and productive relationships with families; (5) program responsive to participants' needs; (6) commitment to professionalism; and (7) employability skills. (KC)

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OCAP

OHIO'S COMPETENCY ANALYSIS PROFILE

CHILD CARE GUIDANCE, MANAGEMENT, AND SERVICE

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Ohio's Future at Work

Division of Vocational and Career Education
Ohio Department of Education

Vocational Instructional Materials Laboratory
Center on Education and Training for Employment
THE OHIO STATE UNIVERSITY

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What is OCAP?

"A comprehensive and verified employer competency list will be developed and kept current for each program." This is the second objective of Imperative 3 of the *Action Plan for Accelerating the Modernization of Vocational Education: Ohio's Future at Work*. Ohio's Competency Analysis Profile (OCAP) lists are the Division of Vocational and Career Education's response to that objective. OCAP lists evolve from a modified DACUM process involving business, industry, labor, and community agency representatives from throughout Ohio. The OCAP process is directed by the Vocational Instructional Materials Laboratory at The Ohio State University's Center on Education and Training for Employment.

How is OCAP used?

Each OCAP contains units (with and without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter a given occupation or occupational area. Within that outline there are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests (scheduled to begin in FY93). Advancing items (marked with one asterisk) are needed to advance in a given occupation. Futuring items (marked with two asterisks) are needed to enter and remain in a given occupation three to four years from now.

Districts may add as many units, subunits, competencies, and competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees should be actively involved in the identification and verification of additional items. Using OCAP lists, instructors will be able to formulate their courses of study and monitor competency gains via the new competency testing program.

The **Employability Skills** portion of this list was verified by the following employer panel:

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OHIO COMPETENCY ANALYSIS PROFILE

CHILD CARE GUIDANCE, MANAGEMENT, AND SERVICE

UNIT 1: Safe, Healthy Learning Environment

COMPETENCY 1.0.1: Provide safe environment to prevent and reduce injuries

COMPETENCY BUILDERS:

1.0.1.1 Maintain all child-accessible areas free of hazards
1.0.1.2 Maintain areas that are safe for children at different developmental levels
1.0.1.3 Eliminate safety hazards
1.0.1.4 Ensure safety equipment is in place and operable
1.0.1.5 Maintain current list of phone numbers for parents and emergency services
1.0.1.6 Plan arrival and departure routines
1.0.1.7 Post emergency procedures
1.0.1.8 Comply with local and state fire, health, and building regulations
1.0.1.9 Plan and conduct emergency drills
1.0.1.10 Check play equipment for safety and repair
1.0.1.11 Identify strategies to teach children safety precautions
1.0.1.12 Anticipate and initiate plans to prevent dangerous situations
1.0.1.13 Identify first-aid supplies required by Ohio Department of Human Services (ODHS)
1.0.1.14 Take axillary body temperature
1.0.1.15 Acquire cardiopulmonary rescusitation (CPR) certification for infants and children
1.0.1.16 Acquire training in recognition of child abuse and neglect in accordance with ODHS standards
1.0.1.17 Acquire training in communicable disease in accordance with ODHS standards
1.0.1.18 Acquire training in basic first-aid procedures in accordance with ODHS standards
1.0.1.19 Maintain certification and training in CPR, first aid, communicable disease, and recognition of child abuse and neglect**
1.0.1.20 Use child restraint during transport in accordance with Ohio Revised Code (ORC)
1.0.1.21 Identify safety precautions for conducting field trips, vehicle routines, routine walks, and field trip walks in accordance with ODHS standards

(continued)

* Advancing
** Futuring

(continued)

1.0.1.22 Discuss safety information with parents and identify safety resources
1.0.1.23 Identify methods of supervising all children
1.0.1.24 Identify safety standards and age appropriateness of toys and equipment
1.0.1.25 Adapt environment to accommodate children with handicaps
1.0.1.26 Develop written authorization plan to allow pickup of children in accordance with ORC and ODHS standards
1.0.1.27 Prepare plan for unexpected situations (i.e., assure pickup person is authorized by parent, assure pickup person is not incapacitated)
1.0.1.28 Lock side rails on cribs in up position while occupied
1.0.1.29 Position infant in comfortable and safe position for sleeping
1.0.1.30 Maintain physical contact with infant when changing or bathing
1.0.1.31 Develop strategies to manage children's individual tendencies to bite, climb, and escape
1.0.1.32 Identify strategies to control litter
1.0.1.33 Supervise outdoor play areas and protect children
1.0.1.34 Supervise water activities in accordance with ODHS standards
1.0.1.35 Provide cushioning surface under climbing equipment in accordance with ODHS standards
1.0.1.36 Identify potential environmental hazards (e.g., radon, asbestos, lead paint, unsafe drinking water) in Family Day Care (FDC) home
1.0.1.37 Supervise children when kitchen appliances are in use
1.0.1.38 Practice kitchen safety
1.0.1.39 Plan for additional adult help in case of emergency in FDC home
1.0.1.40 Remove baby powder, creams, and ointments from infants' reach
1.0.1.41 Identify state regulations regarding application of topical ointments and creams to children
1.0.1.42 Identify strategies to involve children in making safety rules
1.0.1.43 Enforce safety rules consistently

* Advancing
** Futuring

COMPETENCY 1.0.2: Promote good nutrition

COMPETENCY BUILDERS:

1.0.2.1 Identify nutritional needs of children in accordance with Adult and Child-Care Food Program and Ohio Department of Education (ODE) standards
1.0.2.2 Interact with caregivers, parents, and agencies to ensure health and nutrition of children*
1.0.2.3 Establish relaxed mealtime routine
1.0.2.4 Plan age-appropriate meals and snacks that contain limited amounts of sugar, salt, processed foods, unnecessary chemical additives, and artificial coloring and flavoring
1.0.2.5 Identify strategies to introduce new foods
1.0.2.6 Provide children opportunities to develop self-help skills appropriate to developmental stage and motor skills
1.0.2.7 Provide opportunities for children to serve themselves and make choices
1.0.2.8 Assist children in developing self-help eating skills
1.0.2.9 Establish developmentally appropriate strategies for bottle-feeding or spoon-feeding infants
1.0.2.10 Bottle-feed and spoon-feed infants
1.0.2.11 Plan educational activities that integrate each child's culture and dietary needs
1.0.2.12 Identify strategies for children to develop ethnic and cultural knowledge and pride

COMPETENCY 1.0.3: Provide environment that contributes to good health and prevention of illness

COMPETENCY BUILDERS:

1.0.3.1 Conduct activities and routines to reduce tension and stress
1.0.3.2 Wash hands after toileting child, helping child blow nose, and before food preparation and eating
1.0.3.3 Create atmosphere that supports children's physical needs according to developmental stage
1.0.3.4 Provide adequate ventilation and lighting, comfortable room temperature, and good sanitation
1.0.3.5 Launder and sanitize washables in accordance with local health care department standards
1.0.3.6 Clean play areas and materials daily in accordance with ODHS standards

(continued)

* Advancing
** Futuring

(continued)

1.0.3.7 Maintain clean and sanitary restrooms
1.0.3.8 Supervise pet care and handling
1.0.3.9 Maintain pet inoculation records in accordance with ODHS standards
1.0.3.10 Establish procedures for care of sick children in accordance with ODHS standards
1.0.3.11 Develop policy for care of sick children in FDC home
1.0.3.12 Identify methods of helping children develop basic health habits (e.g., washing hands)
1.0.3.13 Identify emergency telephone numbers for each child's parent(s), nearest relative, and medical providers nearby in accordance with ODHS standards
1.0.3.14 Develop and implement policy for management of communicable diseases, administration of medications, and safety in accordance with ODHS standards
1.0.3.15 Inform parents about community health resources
1.0.3.16 Conduct daily health check
1.0.3.17 Cooperate with professionals and parents of children with handicapping conditions in accordance with state regulations
1.0.3.18 Sanitize diapering area in accordance with ODHS standards
1.0.3.19 Provide sanitary diaper changing and disposal in accordance with ODHS standards
1.0.3.20 Clean and sanitize potty chair
1.0.3.21 Identify ways to support mothers who wish to continue breast-feeding infants
1.0.3.22 Identify state standards for storing and using breast milk
1.0.3.23 Identify and follow sanitary procedures for preparing, storing, and labeling baby bottles in accordance with ODHS standards
1.0.3.24 Identify strategies to respond to infant's individual rhythms while working toward regularity in feeding, sleeping, and toileting
1.0.3.25 Develop plan to accommodate feeding infants
1.0.3.26 Identify rashes and skin irritations
1.0.3.27 Hold child during bottle feeding
1.0.3.28 Recognize children's explorations, concerns, and curiosities about their own and others' bodies
1.0.3.29 Identify health information, recommendations, and requirements for FDC homes in accordance with ODHS standards

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* Advancing
** Futuring

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1.0.3.30 Plan age-appropriate nap/rest time in accordance with ODHS standards
1.0.3.31 Report to and seek advice from local health department about infections
1.0.3.32 Maintain prescribed records for each child in accordance with ODHS standards
1.0.3.33 Involve children in food preparation and provide nutrition education
1.0.3.34 Handle and store food in accordance with local health department standards
1.0.3.35 Clean and sanitize food preparation items and tableware in accordance with local health department standards
1.0.3.36 Store food in FDC home in accordance with ODHS standards
1.0.3.37 Dispose of food and garbage in accordance with local health department standards

COMPETENCY 1.0.4: Establish developmentally appropriate environment that encourages play, exploration, and learning in accordance with National Association for the Education of Young Children (NAEYC) standards

COMPETENCY BUILDERS:

1.0.4.1 Use variety of developmentally appropriate materials, books, and equipment
1.0.4.2 Read to children
1.0.4.3 Use materials that demonstrate acceptance of each child's sex, family, race, language, disability, and culture
1.0.4.4 Use materials that reflect global diversity
1.0.4.5 Conduct smooth, unregimented transition between activities
1.0.4.6 Provide accessible learning materials that children can explore by themselves
1.0.4.7 Organize space that encourages appropriate use of materials
1.0.4.8 Act as role model of desired behavior
1.0.4.9 Balance different activities (e.g., active and quiet, free and structured, individual and small and large group)
1.0.4.10 Observe individual children and group frequently, and modify environment to meet abilities, needs, and interests

(continued)

* Advancing
** Futuring

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1.0.4.11 Schedule time to allow for individual attention
1.0.4.12 Promote activities that extend children's attention spans
1.0.4.13 Provide simple and consistent routine activities
1.0.4.14 Construct and create toys and equipment from available materials
1.0.4.15 Change infant's position and location often and according to developing skills
1.0.4.16 Provide developmentally appropriate learning environment for nonmobile infants
1.0.4.17 Identify individual eating and sleeping needs of infants
1.0.4.18 Take infants outdoors
1.0.4.19 Recognize importance of consistent relationship between caregiver and infant
1.0.4.20 Plan room arrangement so that mobile infants have area for free movement protected from older children
1.0.4.21 Provide safe environment to encourage child-initiated learning
1.0.4.22 Expand learning environment to include community
1.0.4.23 Create changing and sensorial environment
1.0.4.24 Create developmentally appropriate displays
1.0.4.25 Provide step stool so children can use toilet and wash hands independently
1.0.4.26 Plan limited television time, choose programs appropriate for young children, and talk with children about what they see and hear
1.0.4.27 Identify strategies to allow children to explore and play with safe household materials and everyday objects
1.0.4.28 Use spontaneous opportunities for learning
1.0.4.29 Listen to children during play and respond to their interests

* Advancing
** Futuring

UNIT 2: Physical and Intellectual Competence

COMPETENCY 2.0.1: Provide equipment, activities, and opportunities to promote physical development appropriate to developmental stages in accordance with Ohio Department of Human Services (ODHS), Ohio Department of Education (ODE), and National Association for the Education of Young Children (NAEYC) standards

COMPETENCY BUILDERS:

2.0.1.1 Plan and encourage daily developmentally appropriate large-muscle activities
2.0.1.2 Conduct observations and plan for children's developmental needs
2.0.1.3 Provide opportunities for children to develop senses
2.0.1.4 Communicate to parents importance of outdoor play and physical activity
2.0.1.5 Provide support to children who are fearful of physical activity
2.0.1.6 Identify signs of possible physical handicaps and developmental delays, refer parents to appropriate services, and follow up on referrals or individual development plans
2.0.1.7 Identify agencies or people who can assist with physical activities for handicapped children
2.0.1.8 Provide infants freedom, opportunities, and safe spaces to develop motor skills through movement and exploration
2.0.1.9 Provide infants with variety of physical contact
2.0.1.10 Provide developmentally appropriate activities and materials to help infants develop small muscles
2.0.1.11 Provide exercises that develop eye-hand coordination
2.0.1.12 Coordinate and cooperate with parents in children's toilet learning
2.0.1.13 Play developmentally appropriate physical games with children
2.0.1.14 Identify strategies to help children develop small-muscle control through activities
2.0.1.15 Provide support to children in learning self-help skills

* Advancing
** Futuring

COMPETENCY 2.0.2: Provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to developmental stages and learning styles in accordance with NAEYC standards

COMPETENCY BUILDERS:

2.0.2.1 Conduct frequent observations of children's play to assess cognitive development and plan for new learning opportunities
2.0.2.2 Refer parents to appropriate resources and follow up on referrals or individual development plans
2.0.2.3 Identify methods of helping children think, reason, question, and experiment
2.0.2.4 Use developmentally appropriate techniques and activities that stimulate children's curiosity, inventiveness, problem solving, and communication skills
2.0.2.5 Provide children time and space for extended, concentrated play
2.0.2.6 Provide opportunities for children to experiment with cause-and-effect relationships
2.0.2.7 Discuss importance of play and join children's play as partner and facilitator
2.0.2.8 Use environment, everyday activities, and homemade materials to encourage children's intellectual development
2.0.2.9 Assist children in discovering ways to solve problems that arise in daily activities
2.0.2.10 Support children's repetitions of the familiar
2.0.2.11 Introduce new experiences, activities, and materials when children are interested and ready
2.0.2.12 Recognize differences in individual learning styles and find ways to work effectively with each child
2.0.2.13 Provide daily plan for extended school-age child care that includes planned and spontaneous activities incorporating group and self-chosen activities
2.0.2.14 Provide equipment and materials that children can explore and master by themselves
2.0.2.15 Identify learning problems and make referrals in accordance with center policy
2.0.2.16 Assist children in manipulating and exploring a variety of objects
2.0.2.17 Provide opportunities for infants to observe and interact with adults and children in accordance with ODHS standards

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* Advancing
** Futuring

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2.0.2.18 Interact with infants frequently
2.0.2.19 Talk to, sing to, play with, and read to infants
2.0.2.20 Provide experiences with moving, hiding, and changing objects
2.0.2.21 Ask open-ended questions throughout day
2.0.2.22 Identify strategies to encourage children to name objects and talk about experiences and observations
2.0.2.23 Provide opportunities to label, classify, and sort
2.0.2.24 Reduce distractions and interruptions in order to facilitate children's play
2.0.2.25 Use field trips and community resources to expand children's knowledge and understanding of their world

COMPETENCY 2.0.3: Communicate with children and provide opportunities to acquire and use verbal and nonverbal communications according to NAEYC standards

COMPETENCY BUILDERS:

2.0.3.1 Talk with individual children and stimulate conversation among children and with adults
2.0.3.2 Provide activities that develop listening and comprehension skills
2.0.3.3 Assist children in connecting word meanings to experiences and objects
2.0.3.4 Identify and respect cultural speech patterns and idioms
2.0.3.5 Identify and respect language of limited-English-proficient families and encourage them to communicate freely with their children in their native language
2.0.3.6 Identify strategies to help children express themselves, listen attentively, and understand what they want to communicate
2.0.3.7 Identify songs, stories, books, and games for language development
2.0.3.8 Identify hearing and speech impairments or delays and help families find resources
2.0.3.9 Respond to and imitate infants' cooing sounds
2.0.3.10 Talk to infants about what they see and what is happening while giving physical care
2.0.3.11 Identify ways to enhance language and cognitive development during mealtime
2.0.3.12 Talk with parents about infant's beginning communications

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* Advancing
** Futuring

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2.0.3.13 Identify methods of responding to infants' body signs and nonverbal cues
2.0.3.14 Sing or use voice to encourage listening in infants
2.0.3.15 Use gestures to demonstrate word meanings to infants
2.0.3.16 Identify and discuss infants' feelings, behaviors, activities, clothing, and body parts
2.0.3.17 Extend children's short phrases
2.0.3.18 Use conversation with children to enrich and expand vocabulary
2.0.3.19 Provide activities for children to represent ideas nonverbally
2.0.3.20 Assist children in learning, understanding, and using words through a print-rich environment
2.0.3.21 Record childrens' stories about their drawings and experiences in their own words
2.0.3.22 Provide children with picture books and magazines
2.0.3.23 Identify developmentally appropriate methods of encouraging children to take turns talking and listening and ensure that each child has a chance to talk
2.0.3.24 Identify developmentally appropriate methods of encouraging children to talk about their experiences
2.0.3.25 Plan developmentally appropriate language activities

COMPETENCY 2.0.4: Provide opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities in accordance with NAEYC standards

COMPETENCY BUILDERS:

2.0.4.1 Recognize importance of creative expression in children's development
2.0.4.2 Recognize each child's creative expression is unique
2.0.4.3 Recognize creation process is more important than final product
2.0.4.4 Provide time for spontaneous and extended play
2.0.4.5 Provide music, art, literature, creative movement, role playing, celebrations, and other expressive activities
2.0.4.6 Participate in make-believe games with children
2.0.4.7 Model and encourage children's creativity throughout day
2.0.4.8 Provide variety of materials for self-directed activities that are age-appropriate

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* Advancing
** Futuring

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2.0.4.9 Identify strategies to encourage children to try new and different activities
2.0.4.10 Provide messy activities for children
2.0.4.11 Identify methods of supporting infants' explorations and discoveries through movement, voice, and expression
2.0.4.12 Respond to infants' initiatives to play creatively
2.0.4.13 Provide variety of music and rhythm experiences
2.0.4.14 Introduce variety of art materials
2.0.4.15 Provide and rotate dress-up clothes and other props to encourage make-believe play
2.0.4.16 Play make-believe with each child when invited
2.0.4.17 Keep informed about cultural resources in community
2.0.4.18 Identify ways to affirm children's use of imagination in telling stories, playing make-believe, singing their own songs, and other creative activities
2.0.4.19 Provide art materials where children can use them independently

UNIT 3: Social and Emotional Development and Positive Guidance

COMPETENCY 3.0.1: Provide physical and emotional development, emotional security, and develop sense of independence appropriate to child's age in accordance with National Association for the Education of Young Children (NAEYC) standards

COMPETENCY BUILDERS:

3.0.1.1 Respect each child as an individual
3.0.1.2 Identify common fears at different developmental stages
3.0.1.3 Identify strategies to ensure sensitivity to differing cultural values and expectations concerning independence and expression of feelings
3.0.1.4 Identify strategies to encourage each child to call other children and adults by name
3.0.1.5 Provide security and bonding by responding to child in affectionate and appropriate physical manner
3.0.1.6 Identify common stressors and indicators of stress in children
3.0.1.7 Identify methods of comforting children during times of stress

(continued)

* Advancing
** Futuring

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3.0.1.8 Assist children through periods of stress, separation, transition, and other crises
3.0.1.9 Provide children choices throughout day
3.0.1.10 Foster independence in living skills
3.0.1.11 Identify strategies to react positively to children and directly express enjoyment
3.0.1.12 Provide opportunities for all children to experience success and gain positive recognition
3.0.1.13 Identify effect of abuse and neglect on children's self-concept
3.0.1.14 Comfort distressed infants quickly
3.0.1.15 Attend to infants' basic physical needs (e.g., diapering, bathing, feeding, dressing) in a nurturing manner
3.0.1.16 Hold infant close to give a feeling of security and safety
3.0.1.17 Redirect exploring infant from frustrating obstacle and provide alternative activity
3.0.1.18 Recognize when children are experiencing separation anxiety or are fearful of new people or situations
3.0.1.19 Develop strategies to facilitate separation for child and family
3.0.1.20 Communicate with eyes, voice, attention, and interest
3.0.1.21 Respond to children's needs for nurturing and reassuring physical contact
3.0.1.22 Respond to children's intense feelings of love, joy, loneliness, anger, and disappointment
3.0.1.23 Provide opportunities for toddlers to learn to help themselves and share pleasure in new skills
3.0.1.24 Assist children in understanding and expressing their own feelings
3.0.1.25 Develop activities that increase each child's awareness of self as member of a family and ethnic or social group
3.0.1.26 Comment directly, sincerely, and positively to children
3.0.1.27 Identify strategies to encourage cooperation in games and activities so that each child experiences success
3.0.1.28 Discuss good touching and bad touching in order to help prevent sexual abuse

* Advancing
** Futuring

COMPETENCY 3.0.2: Identify strategies to help each child feel accepted in a group, learn to communicate, and develop feelings of empathy and mutual respect in accordance with NAEYC standards

COMPETENCY BUILDERS:

3.0.2.1 Identify stages of children's social development
3.0.2.2 Demonstrate realistic expectations for young children's social behavior
3.0.2.3 Build positive relationships with children, parents, and other adults
3.0.2.4 Assist children in learning to respect rights and possessions of others
3.0.2.5 Provide opportunities for children to experience consequences of own behavior
3.0.2.6 Identify methods of encouraging children to ask for, accept, and give help to one another
3.0.2.7 Teach children to express feelings and assert rights in socially acceptable ways
3.0.2.8 Promote play and relationships among children of different racial, language, ethnic, age, and gender groups, including children with handicaps
3.0.2.9 Identify necessary characteristics of a primary caregiver for infants
3.0.2.10 Provide opportunities for social play during physical care (e.g., feeding, bathing, dressing)
3.0.2.11 Structure time for social interaction with children and remain available to protect, comfort, or facilitate
3.0.2.12 Identify strategies to encourage children to comfort and help each other
3.0.2.13 Teach children to interact with each other in playful and caring ways
3.0.2.14 Identify ways to encourage sharing, taking turns, and playing with others
3.0.2.15 Teach and promote cooperation rather than competition
3.0.2.16 Identify methods of helping toddlers understand that sometimes they must wait for attention because of other children's needs
3.0.2.17 Promote development of relationships among children of different ages and between children and caregiver's family in Family Day Care (FDC) home
3.0.2.18 Identify methods of helping children recognize their own and others' feelings, similarities, and differences

(continued)

* Advancing
** Futuring

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3.0.2.19 Identify methods of helping children empathize with others
3.0.2.20 Devise methods for individual children to function as valued members of a group
3.0.2.21 Use stories, pictures, and other materials to help children deal with issues such as sharing, separation, negative behavior, and handicaps
3.0.2.22 Promote children's attempts to use words to resolve conflicts

COMPETENCY 3.0.3: Provide supportive environment for children to learn and practice appropriate and acceptable behaviors as individuals or in groups in accordance with NAEYC standards

COMPETENCY BUILDERS:

3.0.3.1 Use positive guidance methods
3.0.3.2 Relate guidance practices to knowledge of each child's personality and stage of development
3.0.3.3 Identify negative guidance methods to avoid
3.0.3.4 Establish simple, reasonable, and consistent guidelines that encourage self-control
3.0.3.5 Conduct smooth, unregimented transitions from one activity to another
3.0.3.6 Modify play when it becomes unsafe or stressful
3.0.3.7 Develop trusting relationship with children as a foundation for positive guidance and self-discipline
3.0.3.8 Anticipate confrontations between children and defuse provocative behavior
3.0.3.9 Identify and address problem behaviors or situations
3.0.3.10 Accept children's sad or angry feelings and provide appropriate outlets for expression
3.0.3.11 Acknowledge parents' disciplinary methods and expectations
3.0.3.12 Write developmentally appropriate disciplinary policies in accordance with Ohio Department of Human Services (ODHS) standards
3.0.3.13 Identify contributing factors of underlying behavioral problems
3.0.3.14 Explain guidelines and limits at children's level of understanding
3.0.3.15 Explain reasons for limits at children's level of understanding

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3.0.3.16 Create environment of love and trust
3.0.3.17 Identify realistic expectations about children's attention spans, interests, social abilities, and physical needs
3.0.3.18 Provide children with realistic choices and accept choices made
3.0.3.19 Assist toddlers in problem solving
3.0.3.20 Identify strategies to limit inappropriate behavior that respect and support children's dignity
3.0.3.21 Identify methods of avoiding power struggles with children who refuse to cooperate
3.0.3.22 Identify positive language, appropriate voice tone, and body language to use with children
3.0.3.23 Identify ways to reestablish positive relationships after setting limits
773.0.3.24 Identify methods of encouraging adults and older children in FDC home to use positive guidance and help younger children build self-control

UNIT 4: Positive and Productive Relationships With Families

COMPETENCY 4.0.1: Maintain friendly, cooperative relationships with families in accordance with Ohio Department of Human Services (ODHS), Ohio Department of Education (ODE), and National Association for the Education of Young Children (NAEYC) standards

COMPETENCY BUILDERS:

4.0.1.1 Identify children's primary caregiver(s) (i.e., both parents, single mother or father, other family member[s], or guardian[s])
4.0.1.2 Identify methods of helping parents understand and foster children's development and points of view
4.0.1.3 Provide opportunities for parents and other family members to appreciate children's skills and talents
4.0.1.4 Recognize caregivers' role in supporting parents
4.0.1.5 Provide parents information about health and social services and other community resources
4.0.1.6 Respect families' cultural backgrounds, religious beliefs, and childrearing practices

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4.0.1.7 Provide information to parents about children's experiences in child-care center
4.0.1.8 Develop appropriate strategies for discussing children's problem behaviors with parents
4.0.1.9 Identify agencies that assist parents in making arrangements for school or alternative child care*
4.0.1.10 Identify methods of encouraging parents' involvement in program
4.0.1.11 Display respect and understanding of parents' views that differ from program's goals or policies
4.0.1.12 Identify ways to help parents recognize their feelings and attitudes about children with special needs*
4.0.1.13 Identify resources to identify and treat children with special needs*
4.0.1.14 Assist parents in obtaining clear and understandable information about their children's special needs and families' legal rights to services*
4.0.1.15 Assist parents in communicating about their children with government and other community agencies*
4.0.1.16 Develop strategies to link home and child-care program

COMPETENCY 4.0.2: Support children's family relationships in accordance with ODHS, ODE, and NAEYC standards

COMPETENCY BUILDERS:

4.0.2.1 Identify activities and materials that parents can share with their children at home
4.0.2.2 Encourage parents to discuss with caregiver important family events and their children's special interests and home behavior
4.0.2.3 Develop noncompetitive partnership with parents that supports parents as primary caregivers
4.0.2.4 Provide information to parents about children's developmental milestones and share pleasure in new abilities
4.0.2.5 Identify methods of helping parents with separations from child
4.0.2.6 Work cooperatively with other professionals to provide support to children and families under stress
4.0.2.7 Identify methods of helping parents understand and deal with children's fears and stressors at different developmental stages

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4.0.2.8 Identify methods of helping parents provide safe home environment for mobile infant
4.0.2.9 Talk with parents about strategies to encourage independence as developmentally appropriate
4.0.2.10 Communicate with parents about behavior management practices
4.0.2.11 Identify home activities that provide stimulating environment and encourage curiosity
4.0.2.12 Gather information about children's routines
4.0.2.13 Coordinate toilet-learning plans with parents and communicate frequently about children's progress
4.0.2.14 Support children's sense of belonging to family
4.0.2.15 Identify methods of helping parents understand importance of play for children
4.0.2.16 Share information with parents about learning opportunities for children in everyday household tasks and routines
4.0.2.17 Identify methods of helping parents prepare children for entering school or making transitions
4.0.2.18 Inform parents of children's progress in communication and language achievement*
4.0.2.19 Identify methods of helping parents develop realistic expectations for children's behavior in order to avoid disciplinary problems*

UNIT 5: Program Responsive to Participants' Needs

COMPETENCY 5.0.1: Use resources to ensure effective program operation in accordance with Ohio Department of Human Services (ODHS), Ohio Department of Education (ODE), and National Association for the Education of Young Children (NAEYC) standards

COMPETENCY BUILDERS:

5.0.1.1 Greet children, parents, and guests
5.0.1.2 Demonstrate telephone techniques
5.0.1.3 Operate audiovisual and common office equipment
5.0.1.4 Locate and operate fire extinguishers
5.0.1.5 Observe and record information about children and their families

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5.0.1.6 Maintain up-to-date records of each child's growth, health, behavior, and progress
5.0.1.7 List goals and objectives for group and develop realistic plans responsive to needs of all
5.0.1.8 Develop and implement plan for each child by identifying developmentally and culturally appropriate activities and materials
5.0.1.9 Identify staff responsibilities within program
5.0.1.10 Discuss issues that affect program with appropriate staff
5.0.1.11 Offer assistance and supervision to staff*
5.0.1.12 Make or obtain materials and equipment appropriate to developmental needs of children
5.0.1.13 Coordinate program plans (including guidance and discipline techniques) and activities with parents, specialists, and program personnel
5.0.1.14 Orient new caregivers and volunteers to program routines and special needs and abilities of each child
5.0.1.15 Identify possible learning problems and work with parents and specialists to develop plans to meet needs of each child
5.0.1.16 Implement recommended treatment for learning problems by following up on referrals and working with family to meet goals for child
5.0.1.17 Establish liaison with community services that respond to family violence*
5.0.1.18 Handle problems of suspected abuse and neglect promptly, responsibly, and in accordance with program policy and state law

COMPETENCY 5.0.2: Organize, plan, and communicate as child-care provider in accordance with local agency regulations

COMPETENCY BUILDERS:

5.0.2.1 Develop strategies for resolving conflicts
5.0.2.2 Handle problems of suspected abuse and neglect promptly, responsibly, and in accordance with program policy and state law

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COMPETENCY 5.0.3: Maintain record-keeping system in accordance with ODHS and ODE standards

COMPETENCY BUILDERS:

5.0.3.1 Maintain up-to-date records for Family Day Care (FDC) home (e.g., tax records, Child Care Food Program records, emergency phone numbers, medical information, payment records, other inspection records)
5.0.3.2 Identify and comply with local licensing, certification approval, or registration regulations
5.0.3.3 Maintain confidential files of personal information about children and families
5.0.3.4 Identify recommended care-ratios and group size of adults to children at different ages
5.0.3.5 Cooperate with program personnel when involved in satellite or network family day-care program*
5.0.3.6 Identify methods of encouraging positive relationships with children in child care and provider's own children
5.0.3.7 Plan for substitute caregivers for emergencies and preplanned occasions
5.0.3.8 Inform parents of child-care hours, fee and payment schedules, vacations, and emergency procedures in FDC home
5.0.3.9 Develop business plan for child-care center and/or Type A and Type B child-care homes

UNIT 6: Commitment to Professionalism

COMPETENCY 6.0.1: Make decisions based on knowledge of early childhood theories and practices in accordance with National Association for the Education of Young Children (NAEYC) standards

COMPETENCY BUILDERS:

6.0.1.1 Demonstrate positive attitude toward working with young children
6.0.1.2 Articulate philosophy, goals, and objectives
6.0.1.3 Continue to gain knowledge of physical, cognitive, language, emotional, and social development as basis for planning program goals**
6.0.1.4 Evaluate own performance continually to identify needs and set goals for professional growth

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6.0.1.5 Participate in peer evaluation and accept comments and criticism
6.0.1.6 Participate in professional organizations' training courses and conferences
6.0.1.7 Participate in and support professional organizations*
6.0.1.8 Investigate and keep informed about child-care practices, research, legislation, child-care referral agencies, and other developments in early-childhood education*
6.0.1.9 Identify ways to meet personal needs and maintain energy and enthusiasm
6.0.1.10 Work cooperatively with staff members
6.0.1.11 Accept supervision
6.0.1.12 Help promote positive atmosphere in child-care center
6.0.1.13 Investigate new laws and regulations affecting children and families*
6.0.1.14 Identify roles and responsibilities of an advocate for families, children, and child-care profession
6.0.1.15 Advocate quality services and rights for children, families, and child-care profession*
6.0.1.16 Identify sources of information about sexual abuse and child abuse and neglect
6.0.1.17 Identify methods of keeping up-to-date on laws and policies concerning reporting and treatment of abuse
6.0.1.18 Learn effective ways of working with children and families affected by abuse

COMPETENCY 6.0.2: Promote quality child care and improve competence

COMPETENCY BUILDERS:

6.0.2.1 Provide quality care for children
6.0.2.2 Accept comments and criticism from parents and others in constructive way
6.0.2.3 Cooperate as team member
6.0.2.4 Establish network of contacts with other child-care providers and share mutual concerns

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UNIT 7: Employability Skills

SUBUNIT 7.1: Career Development

COMPETENCY 7.1.1: Investigate career options

COMPETENCY BUILDERS:

7.1.1.1 Determine interests and aptitudes
7.1.1.2 Identify career options
7.1.1.3 Research occupations matching interests and aptitudes
7.1.1.4 Select career(s) that best match(es) interests and aptitudes
7.1.1.5 Identify advantages and disadvantages of career options, including nontraditional careers
7.1.1.6 Assess differences in wages, annual incomes, and job opportunities based on geographic location
7.1.1.7 Develop a career plan

COMPETENCY 7.1.2: Analyze potential barriers to employment

COMPETENCY BUILDERS:

7.1.2.1 Identify common barriers to employment
7.1.2.2 Develop strategies to overcome employment barriers

UNIT 7: Employability Skills

SUBUNIT 7.2: Decision Making and Problem Solving

COMPETENCY 7.2.1: Apply decision-making techniques in the workplace

COMPETENCY BUILDERS:

7.2.1.1 Identify the decision to be made
7.2.1.2 Compare alternatives
7.2.1.3 Determine consequences of each alternative
7.2.1.4 Make decisions based on values and goals
7.2.1.5 Evaluate the decision made

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COMPETENCY 7.2.2: Apply problem-solving techniques in the workplace

COMPETENCY BUILDERS:

7.2.2.1 Diagnose the problem and its causes
7.2.2.2 Identify alternatives and their consequences in relation to the problem
7.2.2.3 Examine multicultural and nonsexist dimensions of problem solving
7.2.2.4 Utilize resources to explore possible solutions to the problem
7.2.2.5 Compare and contrast the advantages and disadvantages of each solution
7.2.2.6 Determine appropriate action
7.2.2.7 Evaluate results

UNIT 7: Employability Skills

SUBUNIT 7.3: Work Ethic

COMPETENCY 7.3.1: Evaluate the relationship of self-esteem to work ethic

COMPETENCY BUILDERS:

7.3.1.1 Identify special characteristics and abilities in self and others
7.3.1.2 Identify internal and external factors that affect self-esteem

COMPETENCY 7.3.2: Analyze the relationship of personal values and goals to work ethic both in and out of the workplace

COMPETENCY BUILDERS:

7.3.2.1 Distinguish between values and goals
7.3.2.2 Determine the importance of values and goals
7.3.2.3 Evaluate how values affect goals
7.3.2.4 Identify short-term and long-term goals
7.3.2.5 Prioritize personal goals
7.3.2.6 Describe how personal values are reflected in work ethic
7.3.2.7 Describe how interactions in the workplace affect personal work ethic
7.3.2.8 Examine how life changes affect personal work ethic

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COMPETENCY 7.3.3: Demonstrate work ethic

COMPETENCY BUILDERS:

7.3.3.1 Examine factors that influence work ethic
7.3.3.2 Exhibit characteristics that reflect an appropriate work ethic

UNIT 7: Employability Skills

SUBUNIT 7.4: Job-Seeking Skills

COMPETENCY 7.4.1: Prepare for employment

COMPETENCY BUILDERS:

7.4.1.1 Identify traditional and nontraditional employment sources
7.4.1.2 Utilize employment sources
7.4.1.3 Research job opportunities, including nontraditional careers
7.4.1.4 Interpret equal employment opportunity laws
7.4.1.5 Explain the critical importance of personal appearance, hygiene, and demeanor throughout the employment process
7.4.1.6 Prepare for generic employment tests and those specific to an occupation/organization

COMPETENCY 7.4.2: Design a résumé

COMPETENCY BUILDERS:

7.4.2.1 Identify personal strengths and weaknesses
7.4.2.2 List skills and/or abilities, career objective(s), accomplishments/achievements, educational background, and work experience
7.4.2.3 Demonstrate legible written communication skills using correct grammar, spelling, and concise wording
7.4.2.4 Complete résumé using various formats
7.4.2.5 Secure references

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COMPETENCY 7.4.3: Complete and process job application forms

COMPETENCY BUILDERS:

7.4.3.1 Explain the importance of an application form
7.4.3.2 Identify ways to obtain job application forms
7.4.3.3 Describe methods for handling illegal questions on job application forms
7.4.3.4 Demonstrate legible written communications skills using correct grammar, spelling, and concise wording
7.4.3.5 Return application to proper person, request interview, and follow up

COMPETENCY 7.4.4: Demonstrate interviewing skills

COMPETENCY BUILDERS

7.4.4.1 Investigate interview environment and procedures
7.4.4.2 Explain the critical importance of personal appearance, hygiene, and demeanor
7.4.4.3 Demonstrate question and answer techniques
7.4.4.4 Demonstrate methods for handling difficult and/or illegal interview questions

COMPETENCY 7.4.5: Secure employment

COMPETENCY BUILDERS:

7.4.5.1 Identify present and future employment opportunities within an occupation/organization
7.4.5.2 Research the organization/company
7.4.5.3 Use follow-up techniques to enhance employment potential
7.4.5.4 Compare and evaluate job offers

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UNIT 7: Employability Skills

SUBUNIT 7.5: Job Retention Skills

COMPETENCY 7.5.1: Analyze the organizational structure of the workplace

COMPETENCY BUILDERS:

7.5.1.1 Identify and evaluate employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
7.5.1.2 Be aware of and obey all company policies and procedures
7.5.1.3 Examine the role/relationship between employee and employer
7.5.1.4 Recognize opportunities for advancement and reasons for termination

COMPETENCY 7.5.2: Maintain positive relations with others

COMPETENCY BUILDERS:

7.5.2.1 Exhibit appropriate work habits and attitude
7.5.2.2 Identify behaviors to establish successful working relationships
7.5.2.3 Cooperate and compromise through teamwork and group participation
7.5.2.4 Identify alternatives for dealing with harassment, bias, and discrimination based on race, color, national origin, sex, religion, handicap, or age

UNIT 7: Employability Skills

SUBUNIT 7.6: Job Advancement

COMPETENCY 7.6.1: Analyze opportunities for personal and career growth

COMPETENCY BUILDERS:

7.6.1.1 Determine opportunities within an occupation/organization
7.6.1.2 Compare and contrast other opportunities
7.6.1.3 List benefits of job advancement
7.6.1.4 Evaluate factors involved when assuming a new position within or outside an occupation/organization

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COMPETENCY 7.6.2: Exhibit characteristics needed for advancement

COMPETENCY BUILDERS:

7.6.2.1 Display a positive attitude
7.6.2.2 Demonstrate knowledge of a position
7.6.2.3 Perform quality work
7.6.2.4 Adapt to changing situations and technology
7.6.2.5 Demonstrate capability for different positions
7.6.2.6 Participate in continuing education/training programs
7.6.2.7 Respect, accept, and work with ALL individuals in the workplace

UNIT 7: Employability Skills

SUBUNIT 7.7: Technology in the Workplace

COMPETENCY 7.7.1: Assess the impact of technology in the workplace

COMPETENCY BUILDERS:

7.7.1.1 Cite how past business/industry practices have influenced present business/industry processes
7.7.1.2 Investigate the use of technology in the workplace
7.7.1.3 Analyze how present skills can be applied to learning new technologies

COMPETENCY 7.7.2: Use a variety of technological applications

COMPETENCY BUILDERS:

7.7.2.1 Explore basic mathematical, scientific, computer, and technological principles
7.7.2.2 Use technology to accomplish assigned tasks
7.7.2.3 Create solutions to problems using technical means

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UNIT 7: Employability Skills

SUBUNIT 7.8: Lifelong Learning

COMPETENCY 7.8.1: Apply lifelong learning to individual situations

COMPETENCY BUILDERS:

7.8.1.1 Define lifelong learning
7.8.1.2 Identify factors that cause the need for lifelong learning

COMPETENCY 7.8.2: Adapt to change

COMPETENCY BUILDERS:

7.8.2.1 Analyze the effects of change
7.8.2.2 Identify reasons why goals change
7.8.2.3 Describe the importance of flexibility when reevaluating goals
7.8.2.4 Evaluate the need for continuing education/training

UNIT 7: Employability Skills

SUBUNIT 7.9: Economic Education

COMPETENCY 7.9.1: Analyze global enterprise systems

COMPETENCY BUILDERS:

7.9.1.1 Identify characteristics of various enterprise systems
7.9.1.2 Examine the relationship between competition, risk, and profit
7.9.1.3 Illustrate how supply and demand influence price

COMPETENCY 7.9.2: Evaluate personal money management

COMPETENCY BUILDERS:

7.9.2.1 Describe the need for personal management records
7.9.2.2 Identify methods of taxation
7.9.2.3 Analyze how credit affects financial security
7.9.2.4 Compare types and methods of investments
7.9.2.5 Prepare a personal budget
7.9.2.6 Be an informed and responsible consumer
7.9.2.7 Analyze the effects of advertising on the consumer

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UNIT 7: Employability Skills

SUBUNIT 7.10: Balancing Work and Family

COMPETENCY 7.10.1: Analyze the effects of family on work

COMPETENCY BUILDERS:

7.10.1.1 Recognize how family values, goals, and priorities are reflected in the workplace
7.10.1.2 Identify present and future family structures and responsibilities
7.10.1.3 Describe personal and family roles
7.10.1.4 Analyze concerns of working parent(s)
7.10.1.5 Examine how family responsibilities can conflict with work
7.10.1.6 Resolve family-related conflicts
7.10.1.7 Explain how to use support systems/community resources to help resolve family-related conflicts

COMPETENCY 7.10.2: Analyze the effects of work on family

COMPETENCY BUILDERS:

7.10.2.1 Identify responsibilities associated with paid and nonpaid work
7.10.2.2 Compare the advantages and disadvantages of multiple incomes
7.10.2.3 Examine how work can conflict with family responsibilities
7.10.2.4 Describe how work-related stress can affect families
7.10.2.5 Identify family support systems and resources

UNIT 7: Employability Skills

SUBUNIT 7.11: Citizenship in the Workplace

COMPETENCY 7.11.1: Exercise the rights and responsibilities of citizenship in the workplace

COMPETENCY BUILDERS:

7.11.1.1 Identify the basic rights and responsibilities of citizenship
7.11.1.2 Examine the history and contributions of all racial, ethnic, and cultural groups

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COMPETENCY 7.11.2: Cooperate with others in the workplace

COMPETENCY BUILDERS:

7.11.2.1 Identify situations in which compromise is necessary
7.11.2.2 Examine how individuals from various backgrounds contribute to work-related situations
7.11.2.3 Demonstrate initiative to facilitate cooperation
7.11.2.4 Give and receive constructive criticism to enhance cooperation

UNIT 7: Employability Skills

SUBUNIT 7.12: Leadership

COMPETENCY 7.12.1: Evaluate leadership styles appropriate for the workplace

COMPETENCY BUILDERS:

7.12.1.1 Identify characteristics of effective leaders
7.12.1.2 Compare leadership styles
7.12.1.3 Demonstrate effective delegation skills
7.12.1.4 Identify opportunities to lead in the workplace

COMPETENCY 7.12.2: Demonstrate effective teamwork skills

COMPETENCY BUILDERS:

7.12.2.1 Identify the responsibilities of a valuable group member
7.12.2.2 Exhibit open-mindedness
7.12.2.3 Identify methods of involving each member of a team
7.12.2.4 Contribute to the efficiency and success of a group
7.12.2.5 Determine ways to motivate others

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COMPETENCY 7.12.3: Utilize effective communication skills

COMPETENCY BUILDERS:

7.12.3.1 Demonstrate the importance of listening
7.12.3.2 Demonstrate assertive communication
7.12.3.3 Recognize the importance of verbal and nonverbal cues and messages
7.12.3.4 Analyze written material
7.12.3.5 Prepare written material
7.12.3.6 Give and receive feedback
7.12.3.7 Articulate thoughts
7.12.3.8 Use appropriate language

UNIT 7: Employability Skills

SUBUNIT 7.13: Entrepreneurship

COMPETENCY 7.13.1: Evaluate the role of small business in the economy

COMPETENCY BUILDERS:

7.13.1.1 Identify the benefits of small business to a community
7.13.1.2 Analyze opportunities for small business in a community

COMPETENCY 7.13.2: Examine considerations of starting a business

COMPETENCY BUILDERS:

7.13.2.1 Research a business idea
7.13.2.2 Compare various ways to become a small business owner
7.13.2.3 Investigate factors to consider in financing a new business
7.13.2.4 Evaluate entrepreneurship as a career option

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